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ABSTRACT

Project D.E.A.F., its introduction and background, purpose, clientele, methodology, and activities, are described. Project D.E.A.F. was established by an expansion grant from the Rehabilitation Service Administration of the Department of Health, Education and Welfare, in cooperation with the Ohio Bureau of Vocational Rehabilitation for the purpose of expanding Goodwill Industries of Central Ohio's rehabilitation program by offering comprehensive vocational rehabilitation services to deaf and hard of hearing individuals (and those with multiple handicaps) who could not benefit sufficiently from services provided elsewhere. All clients must be at least 16 years of age. Of the 206 clients served from June 10, 1968, to April 6, 1971, 161 were white and 45 black, and 118 were males and 88 females. The majority of clients function on the first grade level and below. Vocational rehabilitation methodology is outlined. Aspects of the program discussed include methods of communication used, work evaluation, personal and work adjustment, group sessions, counseling, communication skills class, drivers' education class, recreation, advisory board, and staff. Project years 1968-69, 1969-70, and 1970-71 were summarized. It was concluded that the project was successful. (CB)

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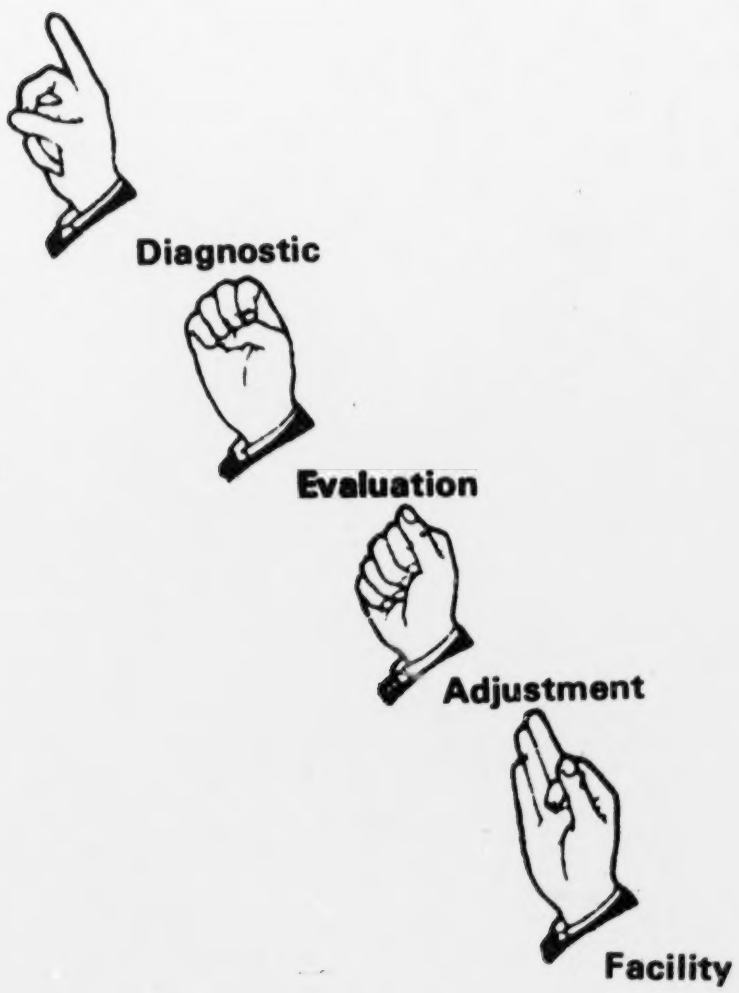
PROJECT D.E.A.F.



Ernest E. Hairston, Project Director

Goodwill Industries of Central Ohio

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FINAL PROJECT REPORT

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INTRODUCTION and BACKGROUND

Project D.E.A.F. was an outgrowth of an Expansion and Innovation Project initiated in 1965. The Ohio Association of the Deaf saw the need for a counselor specializing in serving the deaf and hard of hearing, thus they raised $6800 which was matched by state funds. This enabled the Ohio Bureau of Vocational Rehabilitation (BVR) to hire a Supervisor of Rehabilitation Services for the Deaf and Hard of Hearing. His major responsibilities were to initiate and administer a program of rehabilitation services to this disability group.

The problems faced in initiating this new program revolved around two focal points: (1) educating public and private agencies in the community of the purpose and services offered by the program and; (2) hiring qualified rehabilitation counselors to provide the services.

The first problem was solved through discussion with private agency directors, state educators, and administrators. As a result of these discussions, referral procedures were established whereby BVR is now notified of individuals who could benefit from rehabilitation services. New sources of referral were also investigated. For example, it was estimated that approximately 300 residents of state institutions for the mentally retarded have a hearing impairment. The majority of these residents were of employable age and could possibly profit from BVR services. Investigations were also made to determine the number of residents in state mental hospitals who have hearing disabilities. Systems have been established which will inform BVR of those children, in residential and day schools for the deaf, who need rehabilitation services.

The second problem was solved by the hiring of seven rehabilitation counselors who carry caseloads comprised of deaf and hard of hearing clients and are located in Ohio's major cities--Columbus, Cleveland, Cincinnati, Toledo, Youngstown, Akron and Dayton. These counselors did not have working experience with the deaf and hard of hearing prior to joining BVR. Training in sign language by private tutors, attendance at university seminars and in-service training have enabled these counselors to become proficient in working with the deaf and hard of hearing clients.

With the increase in referrals due to inter-agency relationships and increased counselor proficiency in working with this clientele, it was evident that the traditional means of providing services were not satisfactory when working with this disability classification. Facilities providing diagnostic services to the handicapped were unable to provide the trained staff and special techniques needed to provide valid diagnosis.

Initially, Ohio's counselors working with the deaf and hard of hearing were restricted in specific geographical areas in various parts of the state. This was necessary to provide orientation to the deaf population, their problems and their rehabilitation needs. Expansion of geographical areas without adequate knowledge of the deaf would have led to token rehabilitation services, placing the success of the program in jeopardy. Despite the geographical restrictions, referrals for the short time the counselors have been functioning in the field were far greater than expected. The seven counselors were, at that time, working with over 700 clients; over 350 of these clients were diagnosed as being deaf.

Within this number, the lack of educational, vocational and social skills was evident. Their adjustment to daily living could be termed marginal. These deficiencies were further compounded by the presence of multiple physical disabilities, mental illness, and mental retardation.

A counselor survey substantiated the fact that present facilities were not set up to meet the needs of the deaf. Over 90 of the deaf clients served by BVR could profit from specialized diagnostic services. To provide these services, efforts were made to utilize facilities in other states. The five to seven month waiting period necessary to gain admission to these facilities resulted in a breakdown of counselor-client rapport, destroyed client motivation, and compounded the frustration the client already was experiencing.

On July 1, 1967, the counselors serving the deaf and hard of hearing ended their orientation period and were beginning to serve an expanded geographical area. Based on this geographical expansion and increased counselor experience, it was estimated that 14 to 20 clients would be referred monthly to the Diagnostic Center serving the deaf and hard of hearing. As the number of counselors serving the deaf increases, the referral rate to the center would also increase.

In view of the problem of serving multiple-handicapped deaf individuals, Goodwill Industries of Central Ohio proposed to add new dimensions to its rehabilitation program by the inclusion of a comprehensive program of vocational rehabilitation services to deaf and hard of hearing individuals.

The program was to coordinate and utilize the knowledge of professional

staff, representing various disciplines having experience in working with the deaf and providing wide range of in-depth pre-employment and other vocational services.

In cooperation with the BVR, Goodwill Industries of Central Ohio received a 3-year expansion grant from the Rehabilitation Service Administration, Department of H.E.W, to set up such a program. Goodwill Industries of Central Ohio, founded in 1939, is incorporated as a non-profit organization to provide vocational rehabilitation for handicapped people.

Local business and professional men are elected each year to the Board of Trustees. These men give their time and knowledge without pay. The Executive Director, who is the administrator for the entire Central Ohio area, is employed by the Board and is directly responsible to the Board. A competent professional staff and specialist assist him, in production sales, public relations, and rehabilitation.

The following rehabilitation services are offered: Vocational Evaluation, Work and Personal Adjustment, Vocational Training, Vocational and Psychological Counseling, Recreation, Spiritual Inspiration, Medical Treatment, Job Placement, Transitional and Terminal Employment.

Under a Federal Grant, in cooperation with the Bureau of Vocational Rehabilitation, Goodwill is also the recipient of a Special Training Service Project Grant under Section 13.

PURPOSE

Project D.E.A.F. was set-up by an expansion grant from the Rehabilitation Service Administration of the Department of Health, Education and

Welfare, in cooperation with the Ohio Bureau of Vocational Rehabilitation, to expand Goodwill Industries of Central Ohio's rehabilitation program by providing a comprehensive program of in-depth vocational rehabilitation services to the deaf, especially the multiply-disabled deaf individuals who cannot adequately benefit from regular services provided elsewhere.

These expanded services have enabled more of Ohio's deaf clients to become vocationally rehabilitated and to become more productive members of the competitive working society.

CLIENTELE

Project D.E.A.F. serves those clients:

a. who are at least 16 years of age,
b. who do not rely on hearing for communication or have not been trained to use amplification,
c. who have poorly developed or non-existent communication skills,
d. who are in good general health,
e. who are able to meet their own personal needs and to use public transportation,
f. whose individual needs can be met by services offered at the Center.

A composite sketch of the average client presents a semi-literate, educationally deprived deaf individual, about 20 years old who is also slightly mentally retarded and emotionally immature; who has been dismissed from or has dropped out of a school for the deaf at an early age and/or has attended special classes (orally oriented) in a public school; who functions on the first or second grade educational level; who was unemployed during the past year and has never held other than odd jobs; who lives with parents or relatives; who is not socially accepted by average or above average deaf persons; who knows a few signs -- but uses mostly homemade signs and gestures with some attempted "mouthing"

of words; and who has no idea of preference as to the type of work he would like to do.

The above is a description of the average client and fits the majority of our referrals, however, exceptions are noticed in individual clients. The ages range from 15 to 54; communication skills fluctuate from non-existent to purely oral or completely manual; some have no formal education, whereas others have completed 12th grade in public schools; nearly all are socially and/or emotionally immature; many have never worked before, while others have had a variety of jobs -- some skilled. Disabilities, in addition to hearing loss, include mental retardation, epilepsy, cerebral palsy, brain damage, illiteracy, social and emotional immaturity, partial sight, hyperactivity, sociopathic behavior and educational deprivation.

Of the total number (206) of clients served from June 10, 1968 to April 6, 1971, 161 were white and 45 black. There were 118 males and 88 females. As noted under Table I, page 7 - eighty-five (41%) of the clients were referred to the Columbus offices. Yet there was an increase in out-of-town referrals during the third project year (April 7, 1970 - April 6, 1971). Of the 63 clients referred during the third year of the grant period, only 14 were from the Columbus area, whereas the Cincinnati BVR office referred 12 during the same period. Seven, each, were from Akron and Dayton. A distribution of clients' ages (Table II, p. 7) show that slightly over half of the clients were between 15 and 20 years of age. 19.4% of the clients' ages ranged between 21 and 26.

Table III on page 8 shows that a majority of our clients function on the

first grade level and below.

Seventy clients or 41% of clients whose educational background is known received their education from schools for the deaf (Table IV).

Table I

NUMBER OF CLIENTS ENROLLED BY CITY AND SEX
June 10, 1968 to April 6, 1971

City	Male	Female	Total
Akron	8	4	12
Apple Creek	2	0	2
Athens	5	3	8
Canton	0	1	1
Chicago, Ill.	0	1	1
Cincinnati	11	10	21
Cleveland	7	4	11
Columbus	48	37	85
Dayton	9	11	20
Fremont	1	0	1
Lima	2	1	3
Mansfield	1	0	1
Marion	2	0	2
Mentor	1	2	3
Newark	1	0	1
Portsmouth	2	0	2
St. Clairsville	1	0	1
Steubenville	2	1	3
Tiffin	2	3	5
Toledo	4	1	5
Virginia	2	0	2
Youngstown	6	5	11
Zanesville	1	4	5
	118	88	206

Table II
NUMBER OF CLIENTS ENROLLED BY AGE

Age	Number
15-20	109
21-26	40
27-35	32
36-45	20
45 and over	5
Total	206

Table III

EDUCATIONAL LEVEL OF CLIENTS

Estimated Grade Level	Number
Below 1st	83
1st	36
2nd	42
3rd	24
4th	19
5th	1
6th	1
Total	206

Table IV

EDUCATIONAL BACKGROUND OF CLIENTS*

Type of Schooling	Number
Schools for the Deaf	70
Public Schools	47
Special Classes	37
None	15
Unknown	37
Total	206

* Some clients attended more than one type of school. Numbers represent the school in which a major portion of their education was received.

METHODOLOGY

The method is based on procedures outlined in the original application, they are as follows:

1. The referral sources of deaf clients to the B.V.R. are obtained from state and local hospitals, social and private agencies, educational institutions, families, individuals who express need of help, and others.

2. Counselors responsible for providing service to the deaf and hard of hearing procure the necessary diagnostic data to make an initial determination of eligibility.

3. The above data include a general medical examination, specialist examinations, and/or audiological examinations, as requested by the field medical consultant, and psychological testing.

4. Upon review of the diagnostic data, it is the counselor's responsibility to determine if the client can profit from the services offered by the Center. The counselor forwards to the Center a resume of the data obtained pertaining to the client, along with his reason for referral and the services he deems necessary.

5. An admissions committee at the Center reviews all clients referred for services.

6. Eligibility for admission is dependant upon the severity of the client's hearing loss and the effect this loss has on the client's social and occupational adjustment. Generally, the selection will be on the basis of broad criteria, but certain basic factors will also determine eligibility. They are as follows:

A. The client's individual needs and the extent to which these needs can be met by the services offered at the Diagnostic Center.

B. The client must be at least 16 years of age.

C. The client must not rely upon hearing for communication nor has been trained to use amplification.

D. Communication skills may be poorly developed nor non-existent.

E. General physical condition must be good--a recent medical examination should verify this. Persons

with disabilities not under control, such as diabetes, epilepsy, etc. may not be considered.

F. Clients must be able to meet their own personal needs and use public transportation.

G. Clients with overt psychosis or behavior problems manifested by acting out and distracting others may not be considered.

7. It shall be the responsibility of the project director or admission committee to notify the client's rehabilitation counselor of the approval/or disapproval of his admission request and the projected date of admission.

8. Admitted clients will take part in a work evaluation program which is conducted over a three week period. Upon arrival, clients will receive an orientation to the Center, its services, purposes, etc. and what the individuals' roles and responsibilities are during his stay at the Center. Coinciding with this orientation program, the diagnostic and work evaluation of the individual will take place

9. Upon completion of the three week work evaluation program, the evaluator will make recommendations to the client's counselor for other services, if not work adjustment.

10. Work Adjustment is done at the Center. It ranges from four to 52 weeks and consists basically of: assisting clients in accepting and adjusting to a realistic working environment.

11. Vocational training and "on-the-job" training will be accomplished in the clients' home town, in the city in which the Diagnostic Center is located, or at the Goodwill Industries of Central Ohio, depending on the availability of training opportunities and the clients' needs.

12. Job placement efforts will be aimed at locating and placing

the client as near his home as possible. This is the responsibility of the referring counselor.

13. Approved residences for the out-of-town clients includes private homes in the community and boarding homes.

14. The Project staff (Director-Coordinator, Work Evaluator, Work Adjustment Counselor-Remedial Teacher, Rehabilitation Aide and Secretary-Interpreter) functions as an operational part of the Rehabilitation Department of the Goodwill Industries of Central Ohio. Ancilliary staff members include a psychologist and nurse.

15. Results are measured in terms of number of clients vocationally rehabilitated and successfully employed.

ACTIVITIES

General Statement:

Project D.E.A.F. was officially approved in April 7, 1968. The total duration of the Project is from April 7, 1968 to April 6, 1971. While recruiting the project staff, the rehabilitation secretary performed secretarial duties for the project. The Director-Coordinator began his duties in June, as did the evaluator. On July 8th, the project secretary-interpreter reported for duty; and the work adjustment counselor-remedial teacher was hired on July 15th to round out the staff. Clients were first referred to the project on June 10th, 1968.

Communication:

Methods of communication with the clients vary according to individual clients and the ability of Project staff to relate to the client. Generally, the simultaneous method is used--a combination of manual alphabets, language of signs, and speech. Classes in manual communica-

tion were set up for staff members and employers who come into contact with deaf clients. Deaf clients also attend weekly communication skills classes which were set up to improve their language skills.

Work Evaluation:

Persons referred to the project undergo three weeks of work evaluation--a program designed to assess the abilities, interests and aptitudes of the clients and to relate them in terms of productive potential for work or realistic vocational goals. Vocational situations are also provided to help clients explore his natural and potential skills, physical limitations, work tolerance and work habits. During the three weeks clients are tested and subjected to work oriented tasks in the unit and in actual work areas of the plant.

At the end of the third week one of four recommendations is made by the evaluator:

1. selected job placement,
2. vocational training,
3. personal and/or work adjustment,
4. termination due to nonfeasibility for services or for placement in sheltered workshops.

It does not necessarily follow that each and every client will be recommended for one of the four services. It may be stated that the Center does not have needed service to offer an individual, thus he is referred back to his counselor with other recommendations. In all instances the client's counselor will be informed of the basis for the evaluation team's recommendations.

Personal and Work Adjustment:

Personal and work adjustment is provided by the proejct staff at the

at the Goodwill Industries of Central Ohio. It implies the reorganization and redevelopment of a client's patterns of social and vocational behavior. Main objectives of the work adjustment program are to assist clients in accepting and adjusting to a realistic working environment, to help them in their vocational, social and emotional growth, and to provide them with some remedial education and communicative skills.

The above objectives are achieved by providing simulated work situations along with sessions in occupational and social adjustment, basic reading and arithmetic, sessions in social hygiene and group therapy, communication skills classes and intensive counseling.

A majority of the client's time is spent at work stations, trying out at various tasks--some being: food services, furniture refinishing, major appliance repair, small appliance repair, janitorial, business education, offset printing, shoe repair, packaging, sorting, upholstery, power sewing, and dry cleaning. The purpose of such try-outs are to expose clients to realistic work situations, help them decide on a vocation, and to develop good work habits.

Group Sessions:

Since our clientele are from various social, educational, and vocational backgrounds, programs for each are more or less individualized except for group sessions which are geared to benefit the majority of clients. One such is group therapy which is conducted by the project staff and involves all clients, regardless of their media of communication and educational backgrounds. It is done in the form of a round-table discussion, led by the project director and reinforced by the staff. The session may begin with a comment by the director regarding tardiness,

insubordination, violations, etc. Then he asks the clients for their feeling on such. The discussion that follows is open and free-flowing, since clients are told that no one will be penalized for his opinions within the group. As the session progresses each person is given a chance to air his gripes and have them discussed. Feelings may be directed toward a supervisor, staff member or another client.

Not all sessions involve problems or gripes--in some, the clients prefer to relate their experiences, pleasant or unpleasant. Group therapy has proven to be valuable for various reasons: 1. it provides withdrawn persons with a chance to speak out; 2. helps others learn to listen and wait their turn; 3. helps vent many pent-up emotions; 4. enables clients to learn to discuss and resolve their own problems; 5. keeps channels of communication open between staff and clients, and 6. helps establish close inter-personal relationship among clients.

Another popular group session is called social responsibility--this class is more structured and covers specific topics each week. Topics may range from human reproduction to preparation for marriage. More recent classes have covered topics such as drug abuse, alcoholism and V.D. Discussions are more or less informal and clients personal experiences are often revealed. The sessions were set up mainly for the benefit of out-of-town female clients in their teens and early twenties, mostly from sheltered environments and away from home for the first time. Classes are mixed and, like group therapy, are conducted via team effort. Material and films for these classes were obtained from the State Board of Health.

Counseling:

Counseling is performed individually or group-wise--it is available at all times and is also performed on the spot. It has prevented many drop-outs and has cleared up a lot of misunderstanding among clients toward each other, their parents and supervisors.

Communication Skills Class:

The communication skills class, as it is presently established, is a class that incorporates all phases of communication: reading, writing, language of signs, speech, and grammar.

It provides the client with an opportunity to learn all aspects of communication and is conducted in such a way as to allow clients to help his peers in a group setting, thus stimulating group interaction and motivation.

The instructor conducts the class via the simultaneous method.

Drivers' Education Class:

This particular class has been established most recently due to the very limited vocabulary level of the clients who are referred to Project D.E.A.F. which makes it difficult for them to pass the written drivers' examination. The class is basically comprosed of films, brochures, and classroom discussion regarding driving safety, rules and regulations. This class is mainly to prepare the client to take the written drivers' examination, thus no attempt is made to provide clients with training in actual driving. This is undertaken at home. To date 5 clients, through this class and an interpreter, have passed their written test.

Occupational Adjustment:

Occupational adjustment classes are conducted once a week and consist of discussions regarding work habits, relationship with supervisors and co-workers, punctuality, following orders, etc. Some sessions are devoted to filling out application forms, learning to apply for a job and having an interview. It is conducted via the simultaneous method of communication and utilizes visual aids such as overhead transparencies, loop films, etc. Role playing is also done.

Recreation:

Due to Project D.E.A.F.'s client load consisting mainly of persons referred from out-of-town, a recreation program has been established. The following are benefits of a recreation program:

1. Provides an opportunity for Project staff to evaluate the clients in a social setting;
2. Helps to establish good rapport between the client and the Project staff;
3. Reduces the possibility of the client becoming bored or homesick over the week-end;
4. Can be a learning process, i.e. bowling - client can learn to keep score to pay for his bowling game, and to use public transportation in the evening; and
5. Enhances clients social interaction.

Recreational Activities:

A. Weekly bowling at Olentangy Village Lanes
B. Social events of the deaf club
C. Annual Christmas party
D. Goodwills' Holiday parties
E. Movies of special interest

Advisory Board:

The advisory board is made up of prominent members of the community and heads of various agencies. They have helped provide guidance, aided in promotion and helped analyze and evaluate the program.

NARRATIVE SUMMARY

Project D.E.A.F. was set-up by an expansion grant from the Rehabilitation Service Administration of the Department of Health, Education and Welfare, in cooperation with the Ohio Bureau of Vocational Rehabilitation with the purpose of expanding Goodwill Industries of Central Ohio's rehabilitation program by providing in-depth comprehensive vocational rehabilitation services to deaf and hard of hearing individuals who could not adequately benefit from services provided elsewhere. It was to enable more of Ohio's deaf and hard of hearing citizens, especially the multiple handicapped individuals, to become vocationally rehabilitated. Many of them who, otherwise, would have remained unemployed, socially deprived and maladjusted. The minimum age for services is 16.

PROJECT YEAR -- 1968-69

Staff

Although the grant was approved on April 7, 1968, the hiring of staff personnell began the latter part of May when the Work Evaluator, Ellen Burkett was hired. On June 3rd Ernest Hairston, the Project Director, assumed his duties. In July the secretary-interpreter, Ellie Carper, and the remedial instructor, Margo Peterson joined the project to round out the staff. Salaries paid to staff members were within the budget request except for one--the secretary-interpreter. This position was a difficult one to fill and the salary was too low to attract qualified interpreters. To justify paying a higher salary than the allotted $4,160 to the person hired, her duties were expanded to include that of rehabilitation aide as well as secretary-interpreter. This action was also within the budget.

On January 1969, Glen Carr replaced Miss Peterson as our work adjustment counselor-remedial teacher.

Introduction of New Methods and Services

As part of our work adjustment we incorporated sessions in the language of signs, sex-education, and group therapy along with simulated work situations. The language of signs classes served a dual purpose and was conducted in a unique way--it helped the clients learn language as well as signs. Sex education sessions were provided out of necessity. Since most of our clients were of the age and stage when they were interested in dating or pairing off, yet were ignorant of the facts of life, we found such sessions beneficial. Group therapy, which was conducted once a week, provided clients with an outlet for expression. They were encouraged to speak out whether to protest or praise. These sessions have drawn out many withdrawn clients.

Clientele

Between June 10, 1968 and April 6, 1969, the number of clients referred totaled 70--43 males and 27 females. One was referred by the Commonwealth of Virginia, Department of Vocational Rehabilitation. All others were referred through the Ohio Bureau of Vocational Rehabilitation.

Of the 70 clients referred during this project year, 24 were employed, 12 were in training, 3 were housewives, 8 were institutionalized, and 7 were in our work adjustment program. The other 16 individuals were not involved in the project for one or more of the following reasons: (1) awaiting follow-up by counselor, (2) being held back by over-protective parents or guardians, (3) needed at home, (4) incapable of independent living due to the severity of the client's handicaps, i.e.,

one client is severely cerebral palsied and mentally retarded as well as deaf, and (5) lack of motivation for work. Some of these individuals should have been referred back to Project D.E.A.F. for further work adjustment, especially those whose parents resist outside help.

The number of referrals and percentage of successful placements reflect the close relationship between Project D.E.A.F. and the Ohio Bureau of Vocational Rehabilitation. The supervisor of BVR Services to the Deaf and Hard of Hearing showed an active interest in the project and encouraged his counselors to make periodic visits to the Center. The Center often served as a meeting place for new BVR counselors in training for the purpose of acquainting them with services for the deaf.

PROJECT YEAR -- 1969-70

Staff

During the second project year there was a major turnover among staff. The project secretary-interpretor, Ellie Carper, was promoted to Project Aide in April '69 to help with the expanded Work Adjustment Program and added services. This necessitated the hiring of a new secretary, Anna Richter. In August 1969 the Work Adjustment Counselor-Remedial Teacher, Glenn Carr, and Work Evaluator, Ellen Burkett, resigned to accept other employment. Mrs. Carper was then promoted to Work Adjustment Counselor and two new staff persons, Alan Parnes and Judy Gough, were hired as Work Evaluator and Remedial Teacher respectively in September. Both were recent graduates of Gallaudet College. The present project secretary, Tina Hunter, replaced Miss Richter who also resigned to help at home. Miss Gough left the Project after 3 months due to personal reasons. Because of expanded services within the project it was necessary to hire a rehab-

ilitation aide, Judy Akers, whose main duties consisted of assisting the Work Adjustment counselor in providing pre-vocational services and the evaluator in administering and scoring tests. The staff was thus increased to five.

Despite the turnover in staff the project continued to operate on a successful note. None of the positions were left vacant long enough to hinder the client's progress or to reduce services.

Jane Bolduc, a graduate student from the University of Arizona, served her internship as a counselor with Project D.E.A.F. from January to May during this project year.

Activities

Along with the on-going services provided by the project, recreation was added. The recreation program consisted of weekly bowling games, holiday parties, participation in activities of the deaf community such as at the Columbus Association of the Deaf Club, and basketball games at the School for the Deaf, etc. Although recreational activities were not mandatory for clients, a majority of them participated.

This provided the staff with opportunities to observe clients in social setting and helped them evaluate their social adjustment.

Another activity added was a class in grooming for female clients. It especially benefits clients from state institutions and those who were socially and culturally deprived.

Clientele

During this project year 73 additional clients enrolled in our program, bringing the total number of clients served to 143. Records showed that 46% (57) of the clients who were no longer in the program had become self-supporting and another 21% were in training and/or have returned to school. See Table A:

Table A

No. of clients	Client Status (4/6/70)
57	Employed
18	Training
17	Work Adjustment (Project D.E.A.F.)
4	Work Evaluation (Project D.E.A.F.)
	Not feasible (severely mentally retarded, mentally ill, etc.)
6	Unknown
8	Returned to school
4	Housewives
2	Hospitalized
11	Unemployed (awaiting follow-up or further adjustment)
143	

A large percent (49.6%) of the clients served between June '68 and April '70 were referred by the Bureau of Vocational Rehabilitation Offices in Columbus. This may be mainly due to the fact that Columbus is the city in which the Project is located. The Dayton Office referred 9% for the second highest percentage. In view of this significant difference it was felt that the large cities such as Cleveland, Akron and Dayton could have referred many more clients. During this project year 40 of the 73 clients came from the Columbus area. Turnover among counselors and lack of

famaliarity with the Project may be two factors contributing to the small number of out-of-town referrals.

Classroom Space

Remedial classes were originally conducted in the work adjustment unit enclosed by portable dividers. Such an arrangement proved to be distracting and not very conducive to learning. Thus a request was made through Mr. Sontag of the State Bureau of Vocational Rehabilitation Office to transfer funds allotted for salaries to be utilized for purchasing needed materials for setting up a permanent classroom, purchasing classroom seats, and some office furnishing. The request was approved by the Regional Office in Chicago and allowed us to set-up a permanent classroom. This transfer of funds did not change the overall budget.

PROJECT YEAR -- 1970-71

Staff

The clientload during the 3rd project year did not justify having a 2nd work adjustment counselor as was provided for in the budget request. Instead, the rehabilitation aide's duties were expanded to assist the work adjustment counselor and work evaluator in providing needed services. Judy Scholl, a senior at Bowling Green University, replaced Judy Akers in that capacity during the first part of this project year. When she returned to college in the fall she was replaced by Carol Morris, a graduate of Ohio University.

Mark Kinkopf, a June, 1970 graduate of Gallaudet College, replaced Alan Parnes as work evaluator. Mr. Parnes left the Project to become a vocational rehabilitation counselor for the deaf in Indianapolis, Indiana.

There were no other changes within the project staff during the remainder of the project tenure.

Activities

Within our work adjustment program, services were again expanded to include sessions in alcoholism, drug abuse and drivers' education. The latter was added to assist our more adequate clients prepare for the written drivers' examination.

Job try-outs within the community proved to be feasible for some clients. One of our clients was evaluated in a local body shop for a week. It eventually resulted in his being employed by the company. Such tryouts were reserved for the more adequate clients who perform above sheltered workshop standards.

Clientele

Sixty-three (63) clients were referred to the Project for services during this project year, bringing the cumulative total to 206. Present status of clients are listed under tables V and VI, page 24.

Of the 186 clients who have been served by the project, excluding the 20 who were still in the program on April 6th, 119 (64%) are presently employed. If those who are in training (4), continuing their education (8), homemakers (13) and half of those awaiting follow-up (8) could also be considered rehabilitated, it could be interpreted that 155 or 83% of the clients who have undergone our program are successfully rehabilitated.

Such a percentage is unusually high and seems almost unbelievable when

one considers the fact that most of our clients are multiple handicapped and/or have never been competitively employed before entering our project.

Table V

CURRENT STATUS OF CLIENTS

Status	Number
Employed	119
Training	4
Continuing Education	8
Home makers	13
Work Evaluation (D.E.A.F.)	4
Work Adjustment (D.E.A.F.)	16
Non-feasible	21
Awaiting follow-up	15
Parental Problems	6
Total	206

Table VI

TYPE OF EMPLOYMENT

Type	Number
Assembly	20
Dry Cleaning-Laundry	19
Food Services	17
Custodial	13
Printing	7
Post Office	6
Clerical	5
Shoe Repair	3
Upholstery	1
Sheltered workshop	10
Other (gravel company, service station, self, etc.)	18
Total	119

CONCLUSION and RECOMMENDATION

In view of the numerous deaf and hard of hearing individuals who have benefitted from services offered by Project D.E.A.F. and the high percentage of clients successfully rehabilitated, it can be concluded that the project has served its purpose and proved to be a feasible venture.

Obtaining and keeping qualified professional staff members, forming and maintaining close working relationship with BVR counselors, working closely with parents of clients referred for services, establishing rapport with the deaf community, following up on clients and extensive promotion have all been factors contributing toward successful implementation of the project.

Staff members, in order to work effectively with multiple handicapped deaf individuals, must have a working knowledge of their job, the ability to relate with clients and co-workers, patience, an understanding of the problems of deaf people and the willingness to go that extra mile. The ability to communicate with clients is also very important since clients tend to seek out a staff member with whom they can communicate most easily. But communication, in itself, is not enough. Genuiness must be evident:

> Without such genuiness, a trusting relationship could scarcely exist. The counselor or therapist must be a real person in the encounter, presenting himself without defensiveness, phoniness, and without hiding behind the facade of a professional role.[1]

[1]Martin, Donald G. "Qualities of a Helping Relationship and Their Meaning in the Rehabilitation of the Severely Handicapped Deaf Client." Toward More Effective Rehabilitation Services for the Severely Handicapped Deaf Client, Hot Springs Research and Training Center, Hot Springs, Arkansas, 1971.

Such a person could do wonders for individual clients, especially in the form of motivating and encouraging.

In view of the myriad needs of the average multiple handicapped deaf and hard of hearing client, it is difficult to establish priorities as to which service should be provided first--outside of evaluation. For this very reason Project D.E.A.F. offered service more or less on the individual basis. Some clients may benefit more from individual counseling than group counseling and vice versa; others may need more job try-outs than remedial education, etc. But each client could use all services that are offered by the Project, some more than others. Scheduling has constantly been a problem, whether it is for 10 clients or 20. Several clients who complete their work adjustment program with Project D.E.A.F. and are referred to Goodwill's Training Service Project for vocational training continue to receive service from the project staff in the form of remedial education, occupational adjustment sessions and counseling.

Follow-up is essential, but was not forseen when the original grant proposal was written. Since our out-of-town clients reside in private and boarding homes in the community and no one was, originally, assigned to follow-up on problems that may arise after hours, houseparents were forced to handle them. Several were not capable of nor trained to handle overt behavior problems, thus the project staff were made responsible for following up on their own clients after working hours, when necessary. Thus, the project director and staff members were always on call and ready to follow-up on clients anytime the need arose.

Over the three year period several good homes were obtained and reserved for out-of-town deaf clients and a majority of the homeowners

are interested in the clients and their welfare and treat them as if they were part of the family. Close contact is maintained between the homes and the project.

Another type of follow-up is conducted periodically. This is when a former client is having problems on the job and his employer calls us for help with this problem. Often former clients, themselves, call on us for advice, counseling or interpreting services.

A third type of follow-up is conducted when we try to gather information on former clients. This is conducted mainly through questionnaires to clients' counselors and on a smaller scale personal contacts and telephone calls.

The clients' counselor and parents or guardian are kept informed of all problems that arise and are encouraged to come to the Center for visits or conferences. Conferences with parents and counselors have proved to be a very valuable team effort toward rehabilitating clients. It helped provide reinforcement and provided the parents with better understanding of our program objectives.

In concluding, I repeat that the project has been a successful venture and its success is mainly due to the effort of individual staff members and their abilities to relate with clients, counselors, parents, houseparents, co-workers and the deaf community; to the cooperation and support received from the Ohio Bureau of Vocational Rehabilitation and individual counselors who were willing to follow the recommendations of the project staff; and to the Goodwill Industries of Central Ohio whose facility provided a wide range of pre-vocational and vocational

opportunities for deaf clients. Advisory Board members have been most helpful in providing guidance, advice and encouragement.

In order for the program to continue, it is recommended that a qualified full-time coordinator of services for the deaf be appointed with the responsibility of planning and coordinating services needed by each deaf client. He must have an in-depth knowledge of problems of deaf clients he is to serve and must be able to gain the respect of agency staff, administration and the deaf community. Also, he must have the assist of at least one other staff member, also qualified to serve deaf clients, to provide services to individual clients. The extent of services provided depends on needs of deaf clients served and it should be the responsibility of the coordinator to decide what steps must be taken to satisfy those needs.

Should the program continue to operate on a wide basis and serve out-of-town clients, a person should be hired to follow-up on clients after hours and provide recreational activities for clients.

The administration should take an active interest in services provided to deaf clients and set-up periodical meetings involving problems and solutions toward effective services for deaf clients.

A close working relationship should be maintained with the State Bureau of Vocational Rehabilitation since it is our main referring agency.

There is a great need for services as offered by Proejct D.E.A.F. and a great many individuals in need of such services, but in order for facilities or agencies to effectively provide the needed services to mul-

tiple handicapped deaf individuals, they will need the assistance of persons qualified for and trained in this line of work.

There is a shortage of manpower in this field. This poses a need for training programs for persons interested in working with multiple handicapped deaf individuals.

APPENDIX A

MISCELLANEOUS INFORMATION

	Number
Clients referred from or have been to state institutions	59
Clients receiving work evaluation only	55
Average number of weeks in work adjustment	12.2
Longest work adjustment period (weeks)	38

Clients referred each project year

Year	Number
1968-69	70
1969-70	73
1970-71	63
Total	206

APPENDIX B

PROJECT STAFF

Ernest E. Hairston, Project Director, June 1968 - April 1971

Ellie Carper, Work Adjustment Counselor, September 1969 - April 1971
Rehabilitation Aide, April, 1969 - Aug. 1969
Secretary-Interpreter, July 1968 - April 1969

Ellen Burkett, Work Evaluator, June, 1968 - Aug. 1969

Alan Parnes, Work Evaluator, September 1969 - July, 1970

Mark Kinkopf, Work Evaluator, July, 1970 - April, 1971

Margo Peterson, Work Adjustment Counselor, January, 1968 - January, 1969

Glen Carr, Work Adjustment Counselor, January, 1969 - August, 1969

Judy Gough, Remedial Teacher, September - December, 1969

Judy Akers, Rehabilitation Aide, January - April, 1970

Judy Scholl, Rehabilitation Aide, June - August, 1970 (Summer help)

Carol Morris, Work Evaluator, April, 1971 - Present
Rehabilitation Aide, September, 1970 - April, 1971

Anna Richter, Project Secretary, May - September 1969

Tina Hunter, Project Secretary, October, 1969 - Present

GOODWILL INDUSTRIES OF CENTRAL OHIO ADMINISTRATION

Kenneth A. Erwin, Executive Director

John A. Caprio, Assistant Executive Director, Division Director

LuCinda Flores, Secretary

APPENDIX C

ADVISORY BOARD MEMBERS
1968 - 71

J. Brewster Holding, Chairman
Battelle, Columbus Laboratories

Samuel Bonham, Director
Department of Special Education

James Card, Principal
Alexander Graham Bell School (Columbus)

James Flood
Ohio School for the Deaf - Alumni Association

Ralph E. Gabele, Chief of Counseling
Bureau of Employment Services

Francis Gattas, Program Specialist, Deaf and Hard of Hearing
Bureau of Vocational Rehabilitation

William Grimm, Chief of Hearing and Vision
Ohio Department of Health

William Herbein, Assistant Director, Field Service
Bureau of Vocational Rehabilitation

Christina Jones, Education Consultant
Department of Special Education

Robert Lankenau, President
National Association of Deaf
Board Member - 1970-71

Russell Moore, Chairman
O.A.D. Vocational Rehabilitation Committee

Dick Petkovich, President
Ohio Association of the Deaf

Don Thatcher, Director of Adult Education
Columbus Board of Education

James Welsh, Assistant Director
Department of Mental Hygiene and Correction

APPENDIX D

FUND UTILIZATION

Approved Budget: $183,536 (3 years)
Federal Grant: $165,182
Grantee Share: 18,354

Annual Expenditures

	1968-69	1969-70	1970-71
Staff and Related Costs	$29,507	$36,531	$36,715
(Man-Years Worked)	(3.5)	(5.08)	(5.25)
*Equipment	9,008	1,147	
*Remodeling and Alternations		1,350	
Direct costs - Miscellaneous	3,645	2,186	4,150
Total	$42,160	$41,214	$40,865
Grantee funds expended	4,216	4,121	4,087
Federal funds expended	37,944	37,093	36,778

Grand Total Costs (3 years) $124,239
Grantee Funds Expended 12,424
Federal Funds Expended 112,815

*Funds for equipment were granted for the first year only, but special permission from the Regional Office (HEW) in Chicago permitted us to transfer funds allotted for salaries to be used for setting up a permanent classroom and for purchasing needed furnishing during the 2nd project year.

--The average cost per client amounts to $603.10 ($124,239/206 clients) This figure does not include transportation and maintenance monies authorized to clients.

APPENDIX E

EQUIPMENTS
Purchases with project funds

1 3M Thermo Fax (transparency maker)

1 A.B. Dick Table Model Offset Press and Accessories

1 Offset stand

2 IBM Typewriters

1 Phonetype Terminal Unit

1 Manual typewriter (Royal)

4 Typewriter Tables

1 Monroe Calculator

3 Staplers

1 Technicolor 1000 Projector

3 Stop Watches

1 Bell-Howell Movie Projector, 16 mm

1 Collator-Sorter

3 File Cabinets

1 Storage cabinet

1 Close-circuit T.V. and Video tape outfit (Sony)

1 Postage scale

1 Singer Power Sewing machine and accessories

Pliers, screw drivers and rulers

5 Tool kits (Upholstery, Major Appliance Repair, Shoe Repair, and Small Appliance Repair, Drafting)

5 Adjustable Bench seats

1 Overhead projector (Apollo)

1 Screen

1 Chalkboard,

1 Drafting table and draftmans' stool

EQUIPMENTS
OBTAINED FROM EDUCATIONAL MEDIA DISTRIBUTION CENTER

1 Overhead Projector (Besler Porta-Scribe)

26 Technicolor Movie Cartridges (loop films)

1 Technicolor 100 - Loop film Projector

1 Fimstrip Projector (Viewiex)

1 Screen

2 Projector Tables (Bretford Mfg. Inc.)

--Several transparencies and filmstrips

These equipment were sent on a permanent loan basis, to be used as long as the program is in existence.

WHAT IS PROJECT D.E.A.F.?

Project D.E.A.F. is a program designed to enable multi disabled deaf individuals to receive needed rehabilitation services. The project offers a wide range of in-depth pre-employment and vocational services to enable deaf persons to become more productive.

The Project was set up by an expansion grant from the Rehabilitation Service Administration of the Department of Health, Education and Welfare and in cooper ation with the Ohio Bureau of Vocational Rehabilitation.

SERVICES OFFERED

Work Evaluation
Work Adjustment
- Remedial Education
- Social Adjustment
- Group Therapy
- Social Hygiene
- Communication Skills

Counseling
Interpreting Services
Medical Services
Psychological Testing
Placement
Recreat ion

WORK ADJUSTMENT

Work Adjustment is designed to assist clients in accepting and adjusting to a realistic working enviornment; to help them develop basic physical abilities, emotional stability and social skills; and to provide them with remedial education, communication skills and group therapy.

HOUSING FOR OUT-OF-TOWN CLIENTS

Housing, public or private, is available in the community for out-of-town clients and arrangements are made by the project staff.

TRANSPORTATION

The center is easily accessible by public transportation.

STAFF

The project staff consists of a director, evaluator, work adjustment counselor, remedial teacher, project aide, secretary, nurse and a psychologist.

WORK EVALUATION

Work Evaluation is designed to assess the vocational abilities, interests and aptitude of clients and relate them to realistic vocational goals.

ELIGIBILITY for SERVICES

Eligibility for the program depends upon the severity of the client's hearing loss and the effect it has on his social, personal and occupational adjustment. The minimum age for admittance is sixteen years.

REFERRAL PROCEDURES

Parents or referring agencies should contact their local office of the Ohio Bureau of Vocational Rehabilitation.

Counselors will state the purpose of the requested evaluation and the services desired.

Referrals will be made to the project director by the designated vocational rehabilitation counselors.

Out of state referrals should be made directly to the project director.

The project's admissions committee will review all referrals.

ADVISORY BOARD

J. Brewster Holding, Chairman
Battelle, Columbus Laboratories

Samuel Bonham, Director
Department of Special Education

James Card, Principal
Alexander Graham Bell School (Columbus)

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Ohio School for the Deaf - Alumni Assoc.

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Ohio Association of the Deaf

Don Thatcher, Director of Adult Education
Columbus Board of Education

James Welsh, Administrative Assistant
Department of Mental Hygiene & Correction

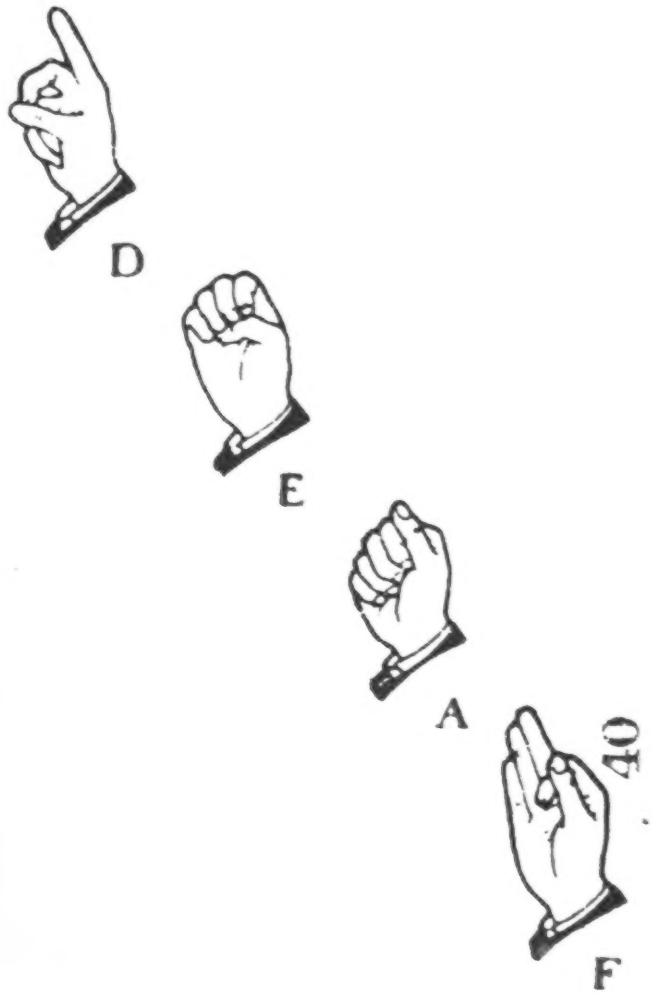
goodwill

For more information, write to:

Ernest E. Hairston
Director, Project D.E.A.F.
1331 Edgehill Road
Columbus, Ohio 43212

or

Francis Gattas
Program Specialist
Deaf & Hard of Hearing
Bureau of Vocational Rehabilitation
240 South Parsons Avenue
Columbus, Ohio 43215



PROJECT D.E.A.F.

Diagnostic Evaluation Adjustment Facility

Goodwill Industries of Central Ohio
1331 Edgehill Road
Columbus, Ohio 43212